

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Amanda Isabelle

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Canaan Elementary School

(As it should appear in the official records)

School Mailing Address 31 School Street PO Box 18

(If address is P.O. Box, also include street address.)

City Canaan State NH Zip Code+4 (9 digits total) 03741-0018

County Grafton State School Code Number* 15NH409PU

Telephone 603-523-4312 Fax 603-523-8872

Web site/URL http://www.mascoma.k12.nh.us/ces E-mail pandrew@mascoma.k12.nh.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Patrick Andrew E-mail: pandrew@mascoma.k12.nh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mascoma Valley Regional School District Tel. 603-632-5563

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson James Gerding
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	14	29
K	27	29	56
1	29	32	61
2	26	26	52
3	23	25	48
4	30	25	55
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	150	151	301

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 20%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.196
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Gujarati
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 103

Information for Public Schools Only - Data Provided by the State

The state has reported that 46 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
44 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Motto: Excellence...The Spirit of Canaan
Mission Statement: In partnership with parents and the community, Canaan Elementary School challenges our students to excel in learning.

PART III – SUMMARY

Nestled up against the mountains and lakes of the Upper Valley Region of New Hampshire, the Canaan Elementary School serves students from four of the five communities that comprise the Mascoma Valley Regional School District. Children in Preschool through Grade 4 who reside in the small, rural communities of Canaan, Dorchester, Grafton and Orange travel up to an hour each way to join us in this small school of approximately 300 students. The combined population of our communities is approximately 6,000. Many of our families struggle, as there are few employment opportunities and affordable housing is limited. It is not unusual for students to be living with grandparents, aunts and uncles, or friends of their parents. There are limited social services and healthcare in our immediate communities, and it is often difficult for parents to provide their children with medical care unless it is an immediate need. In just the last few years, we have realized our role as educators in providing social and emotional supports to children and their caretakers. We are investigating how best to do this, with budgetary constraints, time, and scheduling of appropriate staff an area of focus.

In spite of these barriers, our school has high expectations that are supported by all stakeholders. There is a strong sense of community and family pride here, and it shows in the efforts of our staff and students, in the involvement of our community and family members, and in the proficiency levels we have reached in student achievement. Our local areas provide us with many opportunities to learn history and participate in long-standing traditions. The town of Canaan annually opens its historic district to 4th grade students, the Dorchester grange purchases dictionaries for each 3rd grade student, the town of Orange welcomes us to hike Mt. Cardigan and enjoy all that nature has to provide, the Grafton town library writes grants for the school that provide an author visit with student workshops, annually. During Christmas in Canaan activities, donations are made to the school's Holiday Helper's program, which last year provided winter clothing and toys to 54 students whose families indicated they needed our support. Local families have partnered with the End 68 Hours of Hunger program to supply backpacks of food to needy families on weekends and during breaks. Many local ladies provide the school with hand knitted hats, scarves, and mittens for any student who needs them during our long winter months.

The culture of the school builds upon the generosity of our communities, and encourages students to be good citizens, responsible students, and caring and respectful human beings. Students fundraise for children who are experiencing illness at the Children's Hospital at Dartmouth and for families who stay nearby their ill children at David's House; they raise funds for heart patients and research through Jump Rope for Heart; they gather food for the Senior Center and for local food pantries; they assemble and mail holiday stockings for troops; they raise funds to support the care of a therapeutic horse at a nearby farm that provides supports to disabled children in the area. In our school, we talk regularly about "The CES Way," which teaches children to be safe in the hallways, quick and clean in the bathrooms, neat and helpful during lunch, kind at recess, and respectful of their teachers and their friends. These attributes are seen throughout the school day, as students work hard to achieve academically, share and offer support socially and emotionally, and help each other physically, as needed.

School-based committees, led by teachers, meet regularly to be sure the needs of the staff are being met, and to find ways to celebrate children often. Whole school assemblies are held for a variety of reasons, and are always highly energetic and fun. We honor students who are taking high-stakes assessments; we participate in whole school read events; we learn new songs and chants to remind us of who we are and our expectations for caring for each other. At the end of the year, a slide show displays photos of every student and staff member as they participate in learning activities, and in fun activities such as crazy hair day. A published Memory Book is a wonderful way for us to remember our year through professional and candid photos.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At the Canaan Elementary School, core curriculum areas are fully aligned with the Common Core Standards, extended with concepts that we have seen students capable of learning at a high level.

Reading/Writing: Reading instruction is based on the Open Court curriculum, supported with programs that address the needs of our students, high and low, and focused on increasing text complexity, balancing fiction and non-fiction texts, and emphasizing close reading. We work to create a literacy rich classroom environment where students practice reading skills at their level through flexible reading groups, independent time for reading, exposure to a variety of genres, and book groups. The school has an extensive leveled library available for every classroom, PK-4, to extend students' knowledge, interest, and mastery of comprehension. Students partner up as Reading Buddies regularly, with combinations in grades PK/2, K/3, and 1/4. Each grade celebrates literacy during the year with a field trip to either the Lebanon Opera House or the Northern Stage, both local venues noted for bringing children's literature to life in a theater performance. We are proud recipients of rural Clif Grants, provided to us through the hard work of our local librarians, bringing author visits to our school as often as possible. Realizing that reading and writing go hand in hand, we are delighted that our students love to write. Each child is given the opportunity to write and publish a hardbound book annually, and Author's Teas, Reader's Theaters, Read Across America, Whole School reads, and Family Reading nights are highlights of our school. Teachers have been trained in the use of Thinking Maps, leading students from brainstorming to comparing and contrasting, sequencing, and creating a logical flow to their thoughts. These maps are extremely effective in organizing writing, helping students put their thoughts into words. Using developmentally appropriate materials and instruction, CES students gain the confidence and enthusiasm to become lifelong readers and writers. At the end of the year, Canaan Elementary students choose their best works to place in the annual Mascoma Student Showcase, a full-day event highlighting student learning, PK-12.

Mathematics: Teachers at Canaan joined their colleagues over the past three years to investigate and select a research-based math program aligned with Common Core Standards that best meets the needs of our students, K-4. Several programs were piloted, with the choice being EveryDay Math 4. The area of mathematics has been most problematic for our students in past years. As a school, we have worked with a consultant to develop our own formative assessments in math, informing instruction in filling the gaps that students have experienced over the years. We have read professional books and attended workshops on breaking down the standards, logically sequencing them, and developing assessments designed to find skill weaknesses. Through reteaching, we have seen amazing growth among all student groups. All students participate in the daily one-hour math block; those who are 6 months or more behind their peers receive additional assistance through Title I or Special Education, where they receive developmentally appropriate approaches and materials that are standards-aligned and supplement our core program. We encourage active participation, metacognition, and risk-taking in math, helping students gain a solid depth of understanding of concepts, skill fluency, and problem solving in higher level thinking and questioning.

Science: Next Generation standards in Science are aligned with the Foss/Delta Science kits that students are presented in grades K-4. These hands-on kits reinforce instruction in math and reading, and include non-fiction selections that are developmentally appropriate and eagerly devoured. Every class participates in a science-based field trip to NH based locations such as the Squam Lakes Science Center, Lost River, Watershed on Wheels, the Montshire Museum, and the McAuliffe Planetarium. CES teachers attend workshops on Place-based Ecology Education, encouraging students to discover how science exists all around us. Students assist in recycling paper and plastic products weekly. We are fund-raising to rebuild our barren playground area into a nature-based School Yard, with areas for play, for learning, and for families and community members to come together. So far, we have developed a wildlife habitat and built an outdoor classroom. We are fortunate to have a group of volunteers who visit our school quarterly, offering a Hands-On-Nature opportunity to all students, PK-4.

Social Studies: CES follows the NH GLE's for Social Studies. As a school, we fully believe in fostering citizens of the world. We celebrate local history, honoring veterans past and present in well attended

assemblies for Memorial Day and Veteran's Day, both led by 4th grade students. These students also raise and lower our flags daily, and lead the whole school in the Pledge of Allegiance every morning. Students at CES also celebrate their local communities. The town of Canaan opens its historic area each year so students can investigate their roots. Dressing in clothing from the time, students are invited to participate in local history by visiting the town museum, town house, historical school and park, and by playing games, quilting, and enjoying colonial foods. Students also visit the NH State Capitol House, Fort #4, and other areas of historic significance.

Pre-School: We are fortunate to have a preschool program that serves identified and typical 3 and 4 year old children in an environment that is fun and that supports both academic and social/emotional learning. The curriculum supports literacy, math, handwriting, science and social studies, and PK students participate in all "special" areas, including library, guidance, physical education, art, and music. The PK half-day program has routines in place that the children will experience as they move through the grades, making transitions easier for them. Children participate in all morning assemblies with older students, have book buddies from upper grades, and feel comfortable and supported as members of our school community. Children moving from the 4 year old program to kindergarten are ready for the academic and social expectations they will meet, and parents are well aware of the expectations for their children and of the supports that are available to them.

2. Other Curriculum Areas:

Art and Music teachers are well versed in their areas of expertise, and are shared with our "sister" elementary school, in Enfield. Students receive art education two quarters each year and music education two quarters each year. Teachers in both areas are highly qualified, and are fully supportive of an integrative approach that promotes student learning in the content areas. The integrated approach in art and music helps to extend the knowledge and skills of our students, and instructional strategies complement our work with executive function skills, social skills development, questioning, and metacognition. Technology is well utilized, and our students are eager participants in their learning. All-school band and chorus opportunities are favorites of our students, and spring and winter concerts are well attended. Each year, an Artist-in-Residence project is provided to the students, rotating between the art and music curriculums. Students have investigated other cultures through fabric art, elaborate masks, and drumming. They have written their own songs and published them on CD's. They are currently designing a fabulous gate for our new School Yard entrance.

Physical Education is provided to all students once each week, and follows the NH Frameworks for PE at the elementary level. Our program focuses on developing student interests, offering new opportunities for learning, building individual strength, creating supportive classroom and school teams, and promoting health and wellness for all students.

Library science/media instruction is provided by our veteran librarian, and is a favorite activity for all students. We are fortunate to have many volumes of books available, fiction and non-fiction, and are given the gift of new Caldecott Honor books by our PTA. When the library is not being used for a class, students are still free to wander the aisles, choose a just right book, take an Accelerated Reader quiz, or meet with friends for a book group conversation. It is not unusual to see children walking down the hallways deeply engrossed in a book.

Technology instruction is not a separate curriculum area, but is integrated into all content areas on a regular basis. Students are introduced to the internet through projects that require them to research a topic and display a powerpoint presentation to their peers. Internet safety is taught through the Library curriculum, and children are guided to become smart consumers of the digital world. Smart Boards are present in every classroom, PK-4, and are used for instructional purposes as well as for timely assessments.

3. Instructional Methods and Interventions:

The Canaan Elementary School differentiates instruction based on the needs of our students, including those who are struggling and those who need to be challenged, on a daily basis. Multiple assessments help us

place our focus on what each student needs, and provide guidance for instruction and intervention. All students participate with their peers in the core curriculum areas, with additional support provided through the RtI process for reading and through Title I for math. Formative and summative assessments in both critical areas are ongoing, with benchmarking measures taken quarterly, and progress monitoring occurring for our most struggling students on a bi-weekly basis. Grade level teams meet weekly to discuss student progress, and those same teams meet at least monthly with Reading, Math, and Special Education teachers to discuss next steps that will lead to improved student achievement. Data based programming is at the heart of all student decisions.

CES follows the RtI process in reading, where each student fully participates in whole class instruction for an hour and a half each day; those students who are 6 months or more behind their peers receive an additional 30 minutes of instruction with highly trained Reading Specialists, and those who are one year or more behind their peers receive an additional hour of support daily, with Specialists or Special Educators. Supplemental programs may include Wilson Reading, Foundations, Read Naturally, Reading A-Z, Reading Mastery, and others. Title I math assistance is available to students who are 6 months or more behind their expected level, and a variety of instructional techniques and supplemental materials help fill in the gaps in student knowledge. Formative assessments are used often, as a quick check on the progress being made in understanding basic and extended mathematical concepts. Teachers have had the opportunity to work with a consultant on helping students develop cognitive structures to untangle misunderstandings and to build connections in math, and we are pleased with the growth we are seeing. Students (and teachers) who may have had an aversion to math are now confident, eager learners, excited to share what they know.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data tables included in this application show percentages of students attaining proficient or proficient with distinction scores in Reading and Math in both grades 3 and 4, from 2008 through 2013. In the 2007-2008 school year, the Canaan Elementary School was designated as a School in Need of Improvement (SINI School) by the State of New Hampshire, based on low NECAP scores. Concentrated efforts in providing high quality curriculum and materials, coupled with training for teachers in both areas, resulted in 2008-2009 scores that led the school out of that designation. In the 2009-2010 school year, the first cohort of students who had received two-three years of support through the RtI process in reading were tested. Scores in reading showed significant improvement, with grade 3 students scoring 91% proficient or above and grade 4 students scoring 98% proficient or above in 2009-2010. Math scores for both grades have also shown progress over the years, due to District efforts to improve curriculum and instruction. Grade 3 students had a one year dip in 2010-2011 in both reading and math, as a result of teacher turnover and the hiring of a new staff member who had amazing credentials and references, but who was not able to lead students to expected high levels of achievement. Students in the low SES sub-group were equally affected that year. In their 4th grade year with outstanding teachers, these same students were able to make nice gains in both areas.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The Canaan Elementary School has realized sustained growth in student achievement over the past seven years. Students in grades 3 and 4 have made us so proud, embracing their learning and taking charge of their progress in both English/Language Arts and Reading. Locally, our school's results using the Northwest Evaluation Assessment (NWEA) have grown year after year, and results of the NH State measure of student growth, the New England Consortium Assessment Program (NECAP), have indicated a duplication of student achievement scores that place our school among the top scoring schools in the State, according to schooldiggers.com. Scores from the Fall 2013 NECAP assessment show Canaan Elementary students in grade 3 at 97% proficient or above in reading and 90% proficient or above in math; grade 4 students scored 87% proficient or above in reading and 95% proficient or above in math. Average scores across the State of New Hampshire for the Fall of 2013 ranged from 70-77% proficient or above for those grades, in both areas. CES students currently in grades 3 and 4 are preparing for their first Smarter Balanced assessment, which will be completed by mid-April, 2015. CES has participated in the National Assessment of Education Progress (NAEP) for seven of the last eight years, and we are proud to be a representative of our state.

Teacher-created formative assessments in mathematics, K-4, help us focus on further developing student areas of strength while addressing areas of need, individually and as a group. We are piloting the DIBELS math assessment this year, and expect to gain an even better understanding of areas that require additional support for our students. DIBELS reading and DRA assessments are already in place, and are used to inform instruction in classrooms and in intervention sessions. Teachers meet by grade level throughout the District on a monthly basis to share the results of benchmark and monitoring assessments, best practices, exemplary student work in all areas, and our worries and concerns about the students, overall. Teachers at Canaan have a daily common planning time, used to make informed decisions about curriculum and instruction, social/emotional learning, and assisting students in developing executive function skills.

Part VI School Support

1. School Climate/Culture

The Canaan Elementary School personalizes learning to meet the needs of each student, academically, socially, emotionally, and physically. We believe in the "whole child" approach to learning, understanding that all of these components need our support for students to feel engaged and motivated.

As a result of positive behavioral interventions, the development of teacher leaders, data driven decision making and increased family and community involvement, the culture of our school has changed for the better over the past few years. While it is difficult to regard culture change as an innovation, our work in this area has had a positive impact on student achievement, staff collaboration and collegiality, family and community support, and pride. We have taken our motto, "Spirit of Excellence" into high expectations for all areas of student and staff involvement. Through modeling and role play, our students know the expectations for being respectful, responsible, safe members of our school community. Posters throughout the building remind us how to meet these expectations in the hallways, the lunchroom, the bathrooms, classrooms and playground.

Students are coached on mediation and collaboration strategies, and are provided opportunities to "learn" how to play together fairly and cooperatively. As a school, we use a common language to remind students of these expectations, and we are often pleased to hear students reminding each other. Staff members have also embraced a change in their culture, coming out of closed classrooms and opening doors to peer observations and collaborative sessions designed to uncover student misunderstandings, tighten curriculum, and increase instructional strategies for student success. Increasing the communication that takes place within our school and among our families and communities is a goal that we are constantly working on improving.

Teachers at CES have become strong, empowered leaders in our district. We are fortunate to have many veteran teachers who are experts in their field, and who work closely with new staff members. These teachers are also learners, and are eager to investigate and share their learning in areas such as brain-based teaching, research on ways to reach and teach autistic children, using nature-based inquiry to promote math and science learning, environmental education, sensory-motor integration, and more. They are constantly engaged in reflective, collaborative conversations with their peers and their administrator. Teaching institutions seek us out for placement of interns on a regular basis, and we are often asked to accommodate visitors who want to see us "in action." We are proud to be a school of teacher-leaders, dedicated to student achievement and the pursuit of professional growth.

2. Engaging Families and Community

Canaan Elementary School students are successful due in part to the strong relationships we have built with families and community members. Teachers and parents communicate regularly regarding concerns that arise of questions that need to be answered. Parents always know they can call, email, or write a note and we will respond as quickly as possible. Working in tandem with our school psychologist, guidance counselor, and the district's social worker, we reach out as best we can to support the needs of our students and their families. These conversations are sometimes difficult, yet parents know they will be treated respectfully and that their concerns will be kept confidential.

Parent involvement is of primary importance, and we are often overwhelmed with the numbers of parents who join us at annual events such as Meet the Teacher Hour, Open House, Veteran's Day and Memorial Day assemblies, Breakfast with Santa, Family Movie or Game nights, the Harvest Festival, Learning Fair, and Annual Barbecue, and 4th Grade Recognition. Many of these events find standing-room only available in our gymnasium.

CES is proud of our partnerships with community and business members, as well. We participate in meetings, workshops and conversations with Plymouth State University, Dartmouth College, Granite State

College, the Upper Valley Teaching Institute and other educational organizations to support student learning. The Healthy Eating, Active Living (HEAL) program, which is part of the Dartmouth-Hitchcock Medical Center's outreach, has a deep interest in working with us to develop our nature-based School Yard project, and has introduced us to outside foundations willing to donate to this cause. With their help, we have had the opportunity to participate in Place-Based Ecology Education training that will be the foundation for outdoor learning in our new space.

Many of our professional and paraeducator staff members are members of our local communities, and they are extremely helpful in guiding us to resources that support student learning and student needs. One of our retired teachers currently directs the town of Canaan's after-school program, held at our school daily and providing homework assistance and enrichment opportunities for children ages 5-10.

We are fortunate to have such support from our families and community members, who work diligently with us to promote student success.

3. Professional Development

The Mascoma Valley Regional School District takes professional development very seriously. The Professional Development Master Plan, accepted by the State of NH through June 30, 2019, outlines several ways for teachers to refine their knowledge and skills, investigate areas of interest, and support student growth academically, socially, emotionally, and physically. We believe that standards-based professional learning leads to positive changes in educator knowledge, skills and dispositions, which impacts educator practice and student results. The professional development process supports choice, based on each staff member's 3-Year Professional Growth Plan. This plan helps educators focus on supporting one district goal, one building goal and one personal goal. In addition to traditional opportunities for professional growth, such as attending workshops or conferences, taking college courses, supervising student teachers, or actively participating in school or district committees, professional development opportunities may also be job-embedded or action-research based. Job-embedded activities are grounded in day-to-day teaching practice and are designed to enhance content specific instructional practices, for improved student learning. The teacher-developed formative assessments designed for math is one example of a job-embedded activity that has a direct impact on informing instructional change by assessing and finding solutions for authentic and immediate areas of concern. This approach has a direct connection between learning and application in daily practice. Action research projects are inquiry-based, and examine the practices of a class, school, or district. This research must be meaningful and designed to yield data that can be used to solve a problem, improve a practice, resolve an issue, or make an informed decision. The work CES teachers have done to align our math curriculum with Common Core standards was a multi-year project, resulting in the design of formative assessments to guide instruction and inform decisions.

Staff members use the structure of the Professional Development Master Plan to assist in self-assessment and reflection while setting goals and summarizing their professional and personal growth every three years. The summative evaluation for teachers is meant to offer teacher and administrator reflection on how well the teacher has aligned instruction with academic standards that support student achievement and school improvement. The professional development opportunities supported by the plan are in place to help teachers at all levels improve their practice and provide the best possible instruction for each student.

4. School Leadership

The Canaan Elementary School has one administrator for grades PK-4. The current administrator has been the school's leader for 8 years, and held two principal positions prior to this. She has more than 30 years as an educator, and has served as a Curriculum Coordinator, Reading Specialist, Grant Writer, and Teacher. This leader believes in data driven decision-making, and supports an atmosphere that acknowledges differences, fosters excellence, and allows students and staff to learn in a way that best suits them. Teachers are encouraged to be leaders at CES, and to share their expertise with others.

Leadership qualities of the current administrator include collaboration with all stakeholders, clear and articulated goals and expectations for staff and students, a deep understanding of curriculum, instruction, and assessment, excellent communication skills, and a love for and belief in all children reaching their fullest potential. This leader is not afraid to seek additional resources for the school, and is eager to stretch academia beyond the traditional school walls. The traditions of our communities are highly valued, and are given the importance they deserve.

The principal annually develops the school budget, presenting it to the Board and Budget committees and making necessary adjustments before it is submitted to the voters for approval. She is the school's LEA for children identified under both Section 504 and Special Education. She is responsible for ensuring that safety drills are done regularly and that all supports are in place. She welcomes visitors to our school, and encourages staff and students to take risks with their learning and to go beyond their comfort zone in order to grow. She seeks resources for enrichment, family support, and teacher professional development.

Working with staff, the administrator develops annual building goals, including those for the current 2014-2015 school year, which include:

- * Expanding and improving communication within the building and within our communities
- * Using Common Core Standards to increase student achievement in all areas
- * Designing and implementing Place-Based Ecology Education to support curriculum content
- * Implementing strategies for strengthening Executive Function skills among students
- * Strengthening technology use as a tool to support student achievement and content integration.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program (NECAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	91	86	69	100	83
Proficient with Distinction	44	35	31	100	35
Number of students tested	56	39	46	52	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90		59	76	67
Proficient with Distinction	32		18	28	25
Number of students tested	19	9	18	23	13
2. Students receiving Special Education					
Proficient and above	73				
Proficient with Distinction	18				
Number of students tested	10	4	4	9	3
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>New England Common Assessment Program (NECAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	94	91	98	89	91
Proficient with Distinction	43	63	65	52	34
Number of students tested	37	49	48	48	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		100		73	83
Proficient with Distinction		33	0	40	17
Number of students tested	5	21	9	15	12
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested	4	7	8	4	2
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	97	93	98	89	90
Proficient with Distinction	45	64	65	54	33
Number of students tested	35	49	46	45	54
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program (NECAP)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	96	84	80	91	87
Proficient with Distinction	40	27	24	23	33
Number of students tested	56	39	46	52	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95		76	90	58
Proficient with Distinction	37		18	14	25
Number of students tested	19	9	18	23	13
2. Students receiving Special Education					
Proficient and above	91				
Proficient with Distinction	37				
Number of students tested	10	4	4	9	3
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	96	83	80	91	87
Proficient with Distinction	41	26	25	24	35
Number of students tested	55	37	46	51	46
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>New England Common Assessment Program (NECAP)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	86	98	91	98	74
Proficient with Distinction	46	43	44	43	21
Number of students tested	37	49	48	48	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		100	83	93	67
Proficient with Distinction		35	0	47	8
Number of students tested	5	21	9	15	12
2. Students receiving Special Education					
Proficient and above					
Proficient with Distinction					
Number of students tested	4	7	8	4	2
3. English Language Learner Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
5. African- American Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
6. Asian Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficient and above	97	92	89	86	90
Proficient with Distinction	46	61	43	53	31
Number of students tested	35	49	46	45	54
10. Two or More Races identified Students					
Proficient and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Proficient with Distinction					
Number of students tested					

NOTES: